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scale-name of the tone, but have difficulty in reporting the octave to which it belongs. Other observers have less difficulty in recognizing the approximate pitch of the tone, but show little subjective certainty and make frequent errors. The former type of observer employs the "qualitative" attribute as his criterion; the individual characteristic of the tone, its *c*-ness or *g*-ness, is recognized. The latter type of observer bases his judgment upon pitch. In most instances of absolute hearing, however, both criteria are employed.

Finally, the impression of intervals rests upon a combination of the two attributes. The separation of the tonal scale into two series which are independently variable is, after all, an abstraction; in actual experience we can no more separate the two attributes than we can separate the qualities of hue and tint in the colour series. It is for this reason that compound intervals (10ths, 12ths, etc.) do not sound like their corresponding simple intervals (3ds, 5ths, etc.),—as we should expect if the impression were based on "quality" alone. And it is for a similar reason that a normal interval (*c*—*e*) does not sound the same when inverted (*e*—*c*). There is, however, some ground for belief that within the octave "qualitative" difference obtains between inverted intervals,—a difference that results from the relative positions of the terms of the two intervals in the "qualitative" series; so that, if an individual were pitch-deaf from birth, he might still be able to differentiate inverted intervals.

The author's argument, as a whole, is impressive. Despite the fact that his conclusions are based partly on results obtained from a single case of defective hearing, and largely on experiments with the musical intervals of the tempered scale, one can hardly escape the conviction that he has succeeded in the demonstration of the two kinds of similarity, and has made out a strong case in favor of the dual attributive explanation. We regret his choice of the term "quality" as a name for the new attribute; some such term as "character" would have been just as descriptive, and the possibility of confusion would have been avoided.

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Backward and Feeble-minded Children. By E. B. HUEY. Baltimore, Warwick and York, 1912, pp. 213.

In this volume Huey has brought together some valuable material on the subject of mental defect. Recognizing the fact that the bulk of our feeble-minded population is in the high grade moron and border-line groups, and that the detection and care of these individuals is of the highest importance to society, Huey devotes the greater part of this book to detailed clinical pictures of thirty-two of these border-line cases. Each case was studied by the author personally during his residence in the Lincoln State School and Colony (Illinois) as head of the psychological department.

The studies of these cases show painstaking care and insight. Although Huey believes that the Binet scale is the best available collection of mental tests, and although he employs it as a measure of the psychological age of his subjects, he supplements it with other tests,—such as association reactions, orientation as to the points of the compass, correct placing of photographs of nine of the buildings of the institution on a rectangular table top representing the grounds, etc. Moreover, he establishes personal relations with his patient, plays games with him, and watches and interprets his reactions to as many situations as possible.

Several tables summarize the results of the physical and mental measurements and examinations; but while these have a certain statistical value, they are certainly less important and illuminating than are the individual case studies with their tentative prognoses and recommendations.

The author believes that the high-grade feeble-minded fall into some ten groups: viz., the dull; the unstable; the dull unstable (exhibiting now dullness, now flighty, excited reactions); the neurotically unstable (showing marked self-consciousness, dissatisfaction with their own performance, general irritation and discontent); the hysterically unstable; the epileptic; those showing "characteristic tendencies to insanity" ("marked incoherence of response and action, with little appreciation of the seriousness of their errors"); the morally unstable; those who show general mental deterioration due to meningitis, etc.; and finally the "relatively defective." This last group includes those with comparatively good mental endowment, who show mental weakness due to poor health, poor eyes, or poor environment. Huey maintains that neuroses are the "next higher rungs in the ladder of retardation."

A syllabus for clinical examinations of defectives is appended giving detailed requirements for (1) Home Record, (2) Teacher's or Attendant's Record, (3) Physical Examination, (4) Mental Examination. The first three are valuable, as representing a much more thoroughgoing investigation than is usually made. The last is merely a brief digest of Goddard's revision of the Binet scale.

The book ends with a statement of the mental functions which Huey believes should be tested. These have to do chiefly, in his opinion, with feelings and instincts, especially those centering around consciousness of self, with the "master function of sex always prominent."

The author believes that clinical psychology has yet to discover what mental functions are entailed in various forms of arrest, as well as to formulate tests of their efficiency. He tentatively offers the following list as comprising the most important of these: the function of completed action, in *rapport* with the environment; of attention; of synthesis; of feeling; of learning, memory and ability to make report; of reasoning; of forming ideas and judging values; of self-direction; of normal associations; of fatigue and recuperation; and, most important of all, the function of maintaining a normal level of psychic tension.

Huey's classifications seem to the present reviewer to be of problematic value; his list of unsolved problems suggests an excellent program for future investigators. Undoubtedly the most valuable contribution made by the author is his careful and detailed description of the clinical findings obtained in the examination of his cases.

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Inductive versus Deductive Methods of Teaching: An Experimental Research. By W. H. WINCH. Educational Psychology Monographs 11, Baltimore, Warwick and York, 1913. 146 p.

In this little volume Winch presents the results of an extended series of schoolroom experiments, directed toward a pedagogical problem of decided import, by a man seasoned in the theory and practice of teaching. The author aimed to determine what are the